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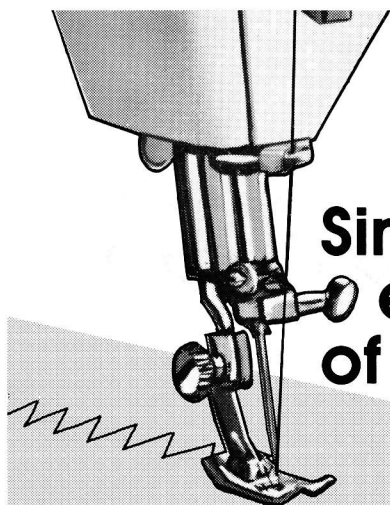
CANADIAN HOME ECONOMICS JOURNAL



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CANADIAN HOME ECONOMICS ASSOCIATION

- Trends in Evaluation - Implications for Competency-Based Education in Family Studies
- The Social Psychological Effects on the Family of the Women's Movement
- Prediction of Performance of Students in College Construction Courses
- The Other Side of the Metric Story
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Editor:

MISS MARGARET C. SMITH
102 Airdrie Road
Toronto, Ontario M4G 1M3

Associated Editor:

MRS. JANE HOPE
Consumers' Gas Company
19 Toronto Street
Toronto, Ontario M5C 2E8

Feature Editors:

MRS. KAY SPICER
7 Maple Gate Court
Etobicoke, Ontario M9C 2K4

Business Manager:

MRS. SHARON CANNON
78 Apricot Street
Thornhill, Ontario L3T 1C8

Advertising Representative:

MISS P. L. SLOSS
Suite 1206, 750 York Mills Rd.
Don Mills, Ont.
447-2483

Reviews:

MISS MARY McGRATH
60 Pleasant Boulevard
Apartment 1006E
Toronto, Ontario M4T 1K1

General Secretary:

MRS. JEAN BRADSHAW

Executive Director

MRS. NOLA WADE
409A Burnside Bldg.,
151 Slater Street,
Ottawa, Ont. K1P 5H3

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President's Message

The field of Home Economics touches on most aspects of living with a focus on the family and the community. Those forces which affect the lives of people in their near environment have always been a concern of home economists.

Today there is a shift in emphasis from the technological benefits of goods and services which dominated the last decade, to the philosophical concepts involved in meeting the family's "inner needs". Interests in the quality of life include resource conservation and environmental problems and the International Federation for Home Economics Congress in Ottawa next July 19 to 24 will provide us with a world stage to exchange specific concerns on all these basic issues.

The Canadian Home Economics Association annual conference in Toronto July 14 to 17, immediately preceeding the Congress will offer an opportunity for preliminary study of these topics.

Ontario home economists look forward to welcoming both Canadian and International colleagues to Toronto and to Ottawa. It is with excitement and enthusiasm that we anticipate your participation and involvement in the many activities which have been planned for July 1976.

A handwritten signature in black ink, appearing to read "Margaret Pope". The signature is fluid and cursive, with a large initial "M" and a long, sweeping underline.

(Mrs.) E. Margaret Pope
President C.H.E.A.

The XIII Congress of I.F.H.E.

LIFE, NOT JUST SURVIVAL

This theme for the XIIIth Congress of the International Federation for Home Economics is an all-embracing one.

It will centre around "Home Economics and the Utilization of the World's Resources".

We hope to deal with this topic under the "three C's" of Consumption, Conservation and Change, with at all times the emphasis on mankind as the consumer, the conserver and the creator of change.

Man's use, misuse and abuse of resources has been very much to the fore recently and an increasing awareness should lead to an increased sense of responsibility.

That responsibility as it applies to Home Economics and to home economists will be the underlying thought of the whole Congress and should lead to valuable resolutions and future action.

It is anticipated that a keynote speaker will open up the whole topic at the beginning of the Congress.

On each of the other three days a main speaker will open the subsection and then a panel of three will develop specific issues.

After this, groups will form which will pursue the topics, then return to the panel for a question period and to formulate resolutions.

It is hoped to enlist the aid of top-line speakers and to use highly experienced group leaders to build up this program, so that valuable work may be done during the week.

As the topic to be considered is the elemental one of man living in his environment, which is the core of Home Economics, may we gain much from our deliberations and may the resolutions framed and the subsequent action taken be of great value and to the benefit of the future generations.

This Congress will be an international meeting only as we have a widely representative group who come together with a mutual respect for one another's integrity and sincerity in a desire for reaching a common ground of sympathy and understanding of individual and common problems and the alleviation of these towards future development.

You in Canada, as the host country have a major role to play in this aspect of the Congress.

Having experienced your hospitality and come to know your enthusiasm, I have no doubt as to the outcome!

Looking forward to seeing you in July.

Isabel Horne
President, I.F.H.E.

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Trends in Evaluation – Implications for Competency – Based Education in Family Studies

A Seminar Paper presented for A. Warner, Faculty of Education, University of Toronto

In partial fulfillment of the type A – Home Economics Course

by Mavis T. Milton

July, 1975

Abstract

Trends in evaluation show interest in a definite shift from teacher directing and controlling to interaction between students and teachers. There is also the tendency for multi-purpose evaluation to replace single-purpose evaluation. Objectives-oriented evaluation is favoured over other forms of evaluation. Competency-based education, a relatively new approach to education, is now widespread in parts of the United States, but is still in its infancy in Canada. One of its emphases is an individualization of program for students. Measurement of competencies in competency-based education, is based on criterion-referencing. Competency-based education appears to lend itself to objective-oriented evaluation, but the approach needs to be mastered by teachers and others concerned before it can be applied effectively.

This seminar topic was chosen because after several years of teaching Home Economics in varied secondary institutions, there is still a personal desire for more meaningful evaluation in Home Economics. It is felt that pursuit of this topic will provide the opportunity for a re-appraisal of one's personal philosophy of education in general, and Family Studies education in particular.

The seminar course in progress appears to have Competency-based Professional Education in Home Economics as a focal point. One assumes that the teachers now involved in the course are being prepared or helped to prepare themselves to develop their own competencies, and to subsequently use this preparation to introduce or increase competency-based education in Family Studies programs in their individual environment, at some time.

Therefore the main purpose of this paper is to briefly review some trends in evaluation, with special attention to Family Studies; and to see what implications there are for the now much-emphasized demand for competency-based education in Family Studies. The concern is that it would be defeating and frustrating to focus on a new trend in Family Studies education, without examining some of the related or integral factors, of which evaluation could be regarded as a crucial one.

Note: Ms. Milton is now teaching at Belleville Collegiate and Vocational School, Belleville, Ontario.

The concern about evaluation is not new or unique. In fact, over the years several authorities on the subject have reviewed, revised and re-emphasized philosophies on the subject, as concepts in curriculum change. Competency-based education although inherent in other philosophies of education, is relatively new, as its own, and therefore much less has been reported on the subject.

Review of Literature

Evaluation is an ongoing process. This opinion has been expressed by several authorities on the subject including, Cross, (1973) Hall and Paolucci, (1970) Hatcher and Andrews, (1963) Fleck, (1968) MacKenzie, (1970) and Williamson, (1964). Several of these authors also expressed the opinion that evaluation is part of the total teaching-learning process, and not a culminating process.

Fleck (1968) stated that Home Economics evaluation means determining how well a teacher knows every student . . . how well the teacher has been able to release the utmost potential of each of her students. Williamson, (1964) expressed a similar view that evaluation includes all methods by which we collect evidences of the kinds of growth taking place in students.

MacKenzie, (1970) also felt that a well-made evaluation programme will assist the teacher to discover what her students already learn and have accomplished, and help her to determine what they will need. Cross, (1973) cited evaluation as a process of making an assessment of a student's growth.

Williamson (1964) expressed the opinion that evaluation may, or may not involve measurement or grading. Fleck, (1968) clearly stated that evaluation does not mean tests and measurements or other isolated activities. It seemed the opinion of MacKenzie (1970) that measurements mean little until they are compared with something to give them meaning, and that comparison is evaluation.

According to Kirschenbaum et al (1971) among the criticisms voiced about grading in the 1930's to 1940's, was the opinion that grades are unscientific, subjective, and seldom relative to educational objectives. Grades were also considered to be misleading, and focus only on one aspect of the students. Suggested alternatives to the grading system included private evaluation, public evaluation such as summary sheets and self-evaluation. (Kirschenbaum, 1971). To cite the viewpoint given by Barkley (1975) many educators believe that the disadvantages of assigning letter or number grades, completely outweigh the advantages.

The trend appears to be towards evaluation of attitudes, interests, critical thinking, physical and mental health, personal-social adaptability, appreciation, creative expressions, as well as knowledge and skills. (Williamson, 1964; Cross, 1973). Hall and Paolucci (1970) agreed that evaluation should be comprehensive. From "Tips and Topics" (1969), the checks on emphasis in evaluation, revealed that there is a shift from single-purpose evaluation to multiple-purpose evaluation.

The shift in emphasis in evaluation shows an inclination towards more student-involved evaluations. There are some advocates of self evaluation.

(MacKenzie, 1970; Kirschenbaum, 1971; Cross, 1973). From "Tips and Topics" (1969), came the idea that there is a shift from teacher-directing, controlling evaluation to interaction between teacher and students for self-direction and self-evaluation. Cross (1973) expressed the idea that evaluation is a co-operative process. A similar view was taken by Hatcher and Andrews (1963).

Advocates of student involvement in evaluation are also aware of the fact that this step in evaluation is closely associated with what Cross (1973) described as direct relationship of evaluation to objectives . . . evaluation should be in terms of selected objectives. Hatcher and Andrews (1963) felt that class goals should be expressed so that there is evidence of the behavior expected of the students as a result of teaching. Gronlund (1971) stated that evaluation is the process of determining the extent of which objectives are being achieved.

Fleck (1975) has shown concern that educational literature emphasizes cognitive and psychomotor domains and tends to neglect the affective domain. From "Tips and Topics" (1974) came the opinion that the competency-based approach to instruction involves stating competencies in terms of precise behavioral objectives . . . competencies are stated in learner terms and are known to the students so that they know exactly what their goals are . . . students are evaluated as competent, functioning human beings.

In competency-based education, the measurement of competencies is based on criterion-referencing; that is, with reference to known pre-set standards. (Tips and Topics 1974). The competency-based curriculum implies several program emphasis, including individualization of program for students and concern with program exit, rather than entrance (Crabtree and Hughes 1974).

Several of the authorities reviewed appeared to be in agreement that in order to have effective evaluation, it is necessary to include several types or forms of evaluation (Tips and Topics 1974; Hatcher and Andrews, 1963; Williamson, 1964; Cross, 1974).

Discussion

Review of the literature on evaluation, as much as was possible at this time, has not really been able to give any magic answers to the problem of meaningful evaluation in school programs, generally, and Family Studies programs in particular; but then, most teachers know there are no magic answers. However, from the literature, one gets insights into the varied patterns of evaluation, their pros and cons, and from this there is scope for affirmation or re-affirmation that evaluation is closely tied to an individual's philosophy of this aspect of the teaching-learning process.

There are the pros and cons of, for instance, measurements to produce grades. (Kirschenbaum et al 1971; Barkley, 1975; Williamson, 1964; Fleck, 1968; MacKenzie, 1970). Although some Home Economics teachers resist measurements that provide quantitative and not qualitative results, most teachers are also aware that provision of grades built on quantitative measurements is an integral part of many or most school systems. In this respect, Home Economics teachers are expected to assist with the admin-

istrative duties of the school, by providing records and reports. (Hall and Paolucci, 1970).

One feels that because teachers are expected to justify grades to administrators, parents, students and themselves, there is much emphasis on objective methods of evaluation which produce quantitative assessment. Harrison and Scriven (1972) seemed to hold such an opinion when they expressed the feeling that the need for justification leads to quantitative assessment only, and evaluation results in unimaginative pre-occupation with material that will give quantitative measurement. The authors also expressed the feeling that because schools require teachers to assign grades, there is perversion of learning, and learning becomes a dull mechanical routine with strong emphasis on simple recall.

Barkley (1975) advanced the opinion that there is the tendency for the "halo effect" to operate in grading. One can honestly agree that prior information, or one's first impression of a student could influence all other impressions. The student reputed as being a good student is often more favourably judged than one not viewed in this light. This leads to what Barkley (1975) describes as "cognitive dissonance" where a teacher will choose behavior to fit her judgment of a student and ignore behavior that does not.

The reality of such practices forces one not only to re-evaluate personal practices with respect to producing grades, but to seriously consider the best possible methods of ensuring that grades are representative evaluation of not only quantitative, but the qualitative aspects. Such methods should most certainly include the realms of affective education, behaviour, feelings, beliefs, interests, values. In other words, they should be methods that evaluate affective, cognitive as well as psychomotor behavior, and which will also produce representative grades.

One feels that to arrive at an ideal method or combination of methods for evaluation, will require patience, experience and willingness on the part of the teacher to avail herself of all aspects of professional development which will foster a plan for more effective or efficient evaluation. In the Family Studies program, there is scope for evaluation in all three behavioral domains. This will vary according to subject areas, and whereas it is possible to have all three, sometimes one behavioral domain predominates.

Cross (1973) suggested that where there exists the possibility of a combination of cognitive, affective, and psychomotor behaviors in one subject area, the primary or most important behavior must be pinpointed in order to determine the type of objective and the evaluation procedure. In other words, a Home Economics teacher would need to decide in the planning stage whether skill, knowledge, or attitude is the important factor for a specific lesson or unit.

Home Economics has been cited as one area of teaching where the psychomotor behavioral domain tends to be predominant (Gronlund, 1970). One feels that more often than not, students as well as teachers are more strongly concerned with this domain than with the affective and/or cognitive domains. This could be especially true in the areas of Foods and Nutrition, and Clothing and Textiles, where the emphasis is on skill in food preparation or construction of a garment; but even where one domain, the psy-

chomotor, is singled out for evaluation, questions still arise as to the validity of the evaluation.

In the area of Foods and Nutrition for instance, teachers provide regular laboratory exercises as part of the learning situation for students. It is not known that there are schools which provide facilities which enable students to work individually on a project. This means group work in most cases.

Cross (1973) suggested that achievement in terms of individual as well as group progress should be measured. How effectively, might one ask, does or can a teacher evaluate the skill of an individual student who is one of four working on the same project? Quite effectively, one might say, provided she remains with or close to one group throughout the lab period; but in the meantime how does she account for the other groups?

Achievement may be measured in terms of meeting certain established standards. (Cross 1973). Under these circumstances, each student could decide whether or not she can meet the maximum or minimum level of an established standard. The problem here would be for those students who work towards the maximum level and fail to reach it. The teacher would need to be in a position to give fair judgment to such a student, on the basis of behavior in domains other than the psychomotor; but when consideration is given to cost and time, is the teacher always in a position to render such judgement?

Perhaps this is where competency-based education in Family Studies will have the greatest impact. As Crabtree and Hughes (1975) have stated, in a competency-based program, the student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion. As specified in "Tips and Topics" (1974) criterion-referenced evaluation, is a prime factor in measuring competencies, in a competency-based program. This idea is not new to Home Economics teachers. Clothing construction laboratories are examples of this.

However, the application of the principle may be less possible in other areas of Home Economics. Are teachers prepared to allow an individual student to work on a principle in cookery for several classes until a satisfactory level of competency has been reached? One could foresee the problem of negative motivation coming into play, but on the other hand, students knowing what their goals are, may be positively motivated to do well enough so there would not be the need for many repetitions.

Still, if there have to be repetitions in order to satisfy objectives regarding a competency, one can see where any home economics teacher in these budget-cutting days, would probably end up with compromises in order to cut costs. Then, one might ask, was the objective really validly met? There could be a honest yes for this, because it is very possible that repetitions would be a means of taking into account the individual differences among students in a class. According to Cross (1973) evaluation interprets data in light of particular situations. The varying abilities of students create situations which influence how evaluation data are interpreted.

The point was also raised that if students are allowed to repeat or continue work as long as is necessary in order to gain the specified level of

competency, there might be some problems regarding teachers being able to plan effectively. It is very possible that one teacher would have to accommodate several levels of activity in one class period. Perhaps this would be a good area to involve the services of paraprofessionals, especially for food labs.

With competency-based education, there are other underlying aspects to which teachers need to keep alert. What procedures will be followed in Family Studies subject areas where there are no or a few concrete skills in which to gain competency? Teachers would need to figure out the best way to measure cognitive and affective competencies. As "Tips and Topics" (1974) suggested, how do we know that other measures such as written tests actually measure the competencies we wish to assess?

Swope (1974) in predicting the future of Home Economics in secondary schools, suggested that competence in teaching traditional Home Economics subjects must now be combined with occupational or career Home Economics. To subject-matter competence must be added competence in meeting the needs of students with wide differences in intelligence, socioeconomic background, high and low I.Q., low levels of aspiration, and in behavior; and to this should be added an understanding of stages of development.

In the United States, competency-based education is already becoming accepted and widespread at all levels of instruction (Tips and Topics 1974). As to its future in Canada, one has to wait and see, because to implement this approach to instruction, especially in the Family Studies program, will require much co-operation from all levels of personnel concerned with education.

Generalizations and Conclusions

Educators are quite aware of the pros and cons of traditional systems of evaluation. There is no one answer to the problem of attaining effective evaluation in the area of Family Studies. The answer or answers seem to be inherent in the philosophies of the individual schools and teachers concerned.

My personal philosophy on evaluation for Family Studies is that evaluation should indeed take into account the achievements of the whole person; not just one of the cognitive, affective, or psychomotor domains, but a combination of all these behaviors, because this combination more fully reflects the person as he responds to his world. In order to evaluate the whole person it may be necessary to apply several methods of evaluation, but they should in all cases be objective-oriented.

Personally, I would like to see marks, which mostly represent quantitative measurement, dropped from Family Studies evaluation. However, in order to satisfy administrative demands, I believe that one should seek the best possible methods to produce other forms of evaluation which can be validly translated into marks. I would tend to support Marshall (1974) that grades should be dropped altogether, and a descriptive system used instead. However, one realizes the drawbacks in such a system.

On the question of competency-based education, one personally feels that it is an excellent approach to education; but it has to be properly un-

derstood and prepared for by those responsible for its application in schools. Taken in a haphazard way without readiness, it will have no advantage over traditional approaches.

As far as evaluation of this approach is concerned, one feels that with trends being towards objective-oriented, student-involved evaluation, competency-based education is approaching our education system at an opportune time, because the approach lends itself to this type of evaluation.

It is to be expected that evaluating the competency-based approach in the manner specified above, may be upsetting to the insecure and tradition-inclined teacher, not to mention the tradition-inclined school boards and other facets of administration. Fortunately, some school boards are already inclined towards emphasis on learning outcomes. It remains to be seen whether or not they will be prepared to accommodate the cost, financially and otherwise to implement this approach to education.

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The Social Psychological Effects on the Family of the Women's Movement

by Emily M. Nett*

Department of Sociology,
University of Manitoba.

- * Paper presented to the Manitoba Home Economics Association Continuing Education Program, Women at Work: Women at Home, University of Manitoba, March 23, 1975.

The topic of this paper takes me back in time to the Spring of 1963 when I participated in a symposium at Margaret Morrison College, the School of Home Economics, at what was then Carnegie Institute of Technology. Betty Friedan's *Feminine Mystique* had just been published and my topic was "Women's Changing Roles in Society". My fantasy today centres around what would have happened had I then invented a barometer-like instrument which would have enabled me to determine the psychological states of members of the average 1963 family, in order to compare them with measure of average family happiness today, 12 years after so-called "liberation". With such a device (modestly called the Nett Scale of Family Psychic Well-Being) I would have been prepared to address myself to the topic today.

Unfortunately, I had neither the foresight nor the ability in 1963. However, I, like others recently, have been concerned about the psychological consequences of changes that have been occurring in some women and men in the last ten or fifteen years. I shall indicate a few of the features of the outline which appears to be shaping up in husband-wife relations.

It is difficult to know how much of the new psychology of the family is the result of the women's movement and how much was already on its way by the beginning of the most recent militancy.¹ It is true that even before the consciousness-raising aspect of the movement, the size of the average family had begun to fall; even before liberation, the plunge in the double standard of sexual behaviour in premarital and extra-marital relations had been precipitated; even before the movement, the proportion of women participating in work outside the home and contributing to family finances had soared. All of these were liberating *conditions* which had begun affecting relations between women and men in the family for at least forty or fifty years before 1963. I mention this not to put down or minimize the impact of active protest against sexism and inequalities in society and the family which the movement represents, but to stress the fact that the balance of power and the emotional involvement of husbands and wives in real

1. The woman's movement, or feminism, in North America dates back, of course, to the middle of the last century. I focus here on the last upurge in the movement which has popularly been termed "Women's Lib" and which includes a changed emphasis, new issues, and wider participation when compared with active feminism of earlier periods.

marriages at the time the most vocal cries of oppression rented the continent were already far-removed from the marriages of the traditional patriarchal ideal. That is, by 1961 in Canada in only 44% of all families was there a sole income recipient; yet the myth of the husband-father as the breadwinner persisted.² By 1971 the figure had fallen to about 37% of all families having only one income, yet many still view the husband as the family provider. Also by 1961 the participation rate of married women in the labour force was 50% of all married women, which had increased by 1971 to 57%.³ It seems that women are at least co-providers for their families.

But what I really mean to say is that it is extremely difficult to assess the effect of consciousness-raising and deliberate efforts during the past 12 years to establish a more equitable situation in husband-wife relationships when there is a clear indication that already by 1961 North American women had achieved a status in the marriage known by some Family Sociologists as "junior partner". A junior partnership, either in a business or family enterprise, is an arrangement wherein the two parties both have similar interests, rights and obligations; it is assumed they are equal, but that one is more equal. (And you know which one, by virtue of *his* sex.) In marriage, junior partnership for the wife means the husband accords her respect for the kind of person she is as well as for her home-making and child-rearing contributions, and he permits her more direct influence in decisions about and responsibility for family matters. But she gains her status from him and she, in the final analysis, is his dependent.⁴ Under this set-up, North American wives had come to be viewed by foreign observers as the most privileged women in the world, especially when it was noted that their husbands were expected to "help" around the house — with the dishes, with the shopping, with the children, and with the entertaining — donning aprons, lighting the barbeque fires, and burning the steaks. None of this was too upsetting, although men did get kidded about their domesticity, especially from European observers. In general, it was harmless enough for most men — a kind of *noblesse oblige* which the superior can afford to bestow upon the poor unfortunate beings who are obviously beneath their own superior station in life.

The proper reaction to patronage is gratitude. Unfortunately, a number of the junior partners in the marriages of the fifties were not grateful; they were angry. Since that time a newer collective norm regarding the exchanges between wives and husbands has clearly been formulated, not only by militant women, but also by sympathetic younger men and by loving wives and husbands of all ages. The ideal, which has received considerable

2. Jenny R. Poduluk, *Incomes of Canadians* (Ottawa: Dominion Bureau of Statistics, 1968) p. 123.

3. The 1961 rate can be found in *Women at Work in Canada*, (Ottawa: Department of Labour, 1964) p. 21, Table 8. The 1971 rate is located in *Women in the Labour Force, 1971*, (Ottawa: Women's Bureau, Canada Department of Labour) Tables 9 and 10.

4. See John Scanlon, *Sexual Bargaining: Power Politics in the American Family* (Englewood Cliffs, New Jersey: Prentice Hall, 1972) p. 39. Scanlon includes a discussion of the duties — rights ratio if the wife is a junior partner, and the balance of bargaining power in the family unit under various conditions. On pp. 39-42, he includes a model of equal partner status of the wife and a discussion of changes which must occur if both partners are to enjoy maximum profits from the marriage. Clearly Scanlon views equality as hypothetical even in Scandinavia and the Soviet Unions, much less the United States, since only a minority of women in these countries actually have junior partnership as yet.

social approval and verbal support involves the notion of full partnership for wives. In this kind of arrangement wives and husbands are considered *equal* in all respects: sexually, emotionally, intellectually, and personally (and eventually legally). The most drastic consequences of this standard for the marriage relationship have been two-fold: first, it requires the same degree of commitment from both the partners: not her 90% and his 10% or her 50% and his 50%, but her 100% and his 100%. Secondly, it requires that both spouses have equal opportunities to achieve self-actualization both in and out of the marriage relationship, either in the home or out in the so-called "real" world. You notice that I have not said anything about who does the housework or who earns the money or who decides about the car or whether they move to B.C. when the head office requests her or him to do so. This is because I think the social-psychological implications of changed roles are only confused by the red herrings of division of labour and legitimate authority. The real issues in the new marriage are *commitment* and *self-definition*. They are the issues which persons in living-together arrangements never have to come to grips with since such unions are concerned with convenience and immediate gratification.⁵ Marriage, as you know, is a whole other bag, which is why a consensual union is *not* marriage.

It doesn't take much expertise to recognize that even in the junior partnership wives and husbands have been at opposite ends of the see-saw with regard to commitment at the marriage and to the degree to which the domestic family serves as a source of self-definition for the individual. Women have been expected to be more understanding of their husbands, to give more unconditional support, to communicate better at the emotional level, to be a stabilizing influence,⁶ to pursue marriage as their primary goal, to have a greater investment in making the marriage a success, to find fulfillment in wifehood and maternity, and to adapt to needs of the family.⁷ Men on the other hand, have been expected to focus on achievement, first of all occupationally and failing that, at least along the lines of adventure and sociability. (Even Archie Bunker, presumably in a dead-end job, spars with the guys at Kelsey's bar from time to time.) Men have perceived their family identity as secondary to other definitions of Self; women as primary.⁸ In other words, women and men have until very recently internalized the stereotypical ideals of femininity and masculinity presented to them: women as dependent, emotional, inter-personally nurturant, family-connected; men as strong, independent, adventuresome, autonomous, and persons in their own right. Up until the 1960's successful marriages appeared to rest rather firmly on the ability of women and men to act out these standard performances. There were, of course, costs — that is psychological and physical ones, the most notable being the high rate of mental

5. Eleanor D. Macklin, "Heterosexual Cohabitation Among Unmarried College Students," *The Family Coordinator* 21:4 (October 1972): 463-472.
6. J. Richard Udry, *The Social Context of Marriage*, 2nd edition (Toronto: J. B. Lippincott Company, 1971) Chapter 11, "Marital Interaction Process," 240-279.
7. See Charlotte Krause, "The Femininity Complex and Women Therapists," *Journal of Marriage and the Family* 33:3 (August 1971), p. 476; and Carol Ehrlich "The Male Sociologist's Burden: The Place of Women in Marriage and Family Texts," *loc cit.*, p. 436.
8. Harold A. Mulford and Winfield W. Salisbury II, "Self-Conceptions in a General Population," *Sociological Quarterly* 3 (1964): 115-121.

illness for women, especially neuroticism, and for men the high death-risk, suicide and alcoholism rates, especially in middle age.⁹

Has it changed since the 1960's? How? For the better or the worse? Is there more or less tension since young couples are consciously striving for true equality and older ones trying to make minor shifts in gears? Do the sexes react the same?

Let us look first at women. As the prime *personnae* in the drama, both as catalyzers and as subjects, women feel most directly the changes in roles. To the extent that those who were frustrated in their limited roles in the domestic arena have been able to "come out" with less guilt, to work in careers, to work for day care, to involve themselves in the elimination of sexist children's books and day care nursery schools, to gain new job skills, etc., there definitely have been psychological gains under the rubric of self-definition. However, even for the most active and the ones who have the approval and support of their husbands there are new strains. Scheduling problems, establishing new routines, adjusting needs, developing new ways of relating — all of that requires innovation, and spells uncertainty. Particularly if you turn to the marriage where the change is threatening to the husband and strongly resisted, there are psychological problems for women. The delicate balances to be achieved between the two human beings trying to recognize each other's worth in a loving way and to make decisions on the basis of factors other than their gender is what Aldous has called *role-making*.¹⁰ Actively making their own roles instead of just learning the script offered by society requires an effort which may in the short run create considerable stress for women in the family.

Also there are indications that women are not yet prepared to cope directly and honestly with their husbands about their newly perceived needs and the changes in the marriage they would like to see occur. Stephenson, in her 1971 study of Toronto housewives who were involved in women's lib organizations, noted that most of the wives although expecting changes in their husbands still rely to a great extent on the devious methods which have always been the power-balancing techniques of the oppressed.¹¹ Known popularly as "using psychology," these include seduction, flattery, and sometimes withholding of information. So what's so liberated about that? Even my grandmother knew those tricks, and so did Uncle Tom and all the other slaves on Old Massah's plantation in the antebellum Southern U.S. They may show the cleverness of the subordinate person, but they don't really support equality.

The bright light in this matter is that there is plenty of recent evidence to point to discernible personality changes in young women, especially the many who increasingly are obtaining university education and who when questioned and tested show attitudes and personality characteristics which are different from earlier groups of similar women. Take just the matter of

9. Phyllis Chesler, *Women and Madness* (Garden City: Doubleday & Co., Inc., 1972); and Jessie Bernard, *The Future of Marriage* (New York: The World Publishing Company, 1972).

10. Joan Aldous, "The Making of Family Roles and Family Change," *The Family Coordinator* 23:3 (July 1974); 231-236.

11. Marylee Stephenson, "Housewives in Women's Liberation," in Marylee Stephenson ed., *Women in Canada* (Toronto: New Press, 1973) p. 254.

achievement level. In 1968 a classical study by Horner showed that female fear of failure was a severe depressant in their desire to achieve, which has always been considerably lower than that of men.¹² A replication in 1971 by Katz, just a few years later showed that the motive to avoid success on the part of young women had declined significantly.¹³ I also have a Master's student whose 1975 sample of men and women at this university shows no difference on a test of achievement aspirations.¹⁴ To me that is very encouraging, as is the fact that the proportion of university educated young women who expect to combine career and family continues to rise. By 1972 a significant proportion of the women graduating from universities expected to enter the labour force, interrupt employment for children, and return — about half when their children are between the ages of 6-12, and 88% after their children are past the age of 12.¹⁵ Another significant increase, documented in the 1973 Women's Bureau Report,¹⁶ is in the proportion of young women who graduated from Canadian universities between 1961 and 1971, and the proportion graduating with academic training in fields formerly considered male domains, such as medicine, law, engineering, and physical sciences. There have been corresponding but less significant drops in their enrollment in the traditional women's fields. All of this indicates a new psychological syndrome for women — confidence, self-assurance, and assertiveness. One does not know for sure, but one suspects that fathers must be as proud of daughters like these as they are of their achieving sons.

And speaking of fathers and sons, what are the effects of the movement of them? There is no doubt that the men who live with changing women, and who often times are being asked to make changes perceived as contrary to their own interests, are more affected psychologically than women — and that effect more adverse in the short run than for women.

Let us start in the favorite location of the peeping Tom family sociologist — the bedroom. As the Francoeurs have noted:

... the American male looks forward to the liberation of women with as much ambivalence as he once faced the preliberated Victorian lady. Before the sexual revolution, a nice woman was total mother, nurturer, and domestic support system for her husband. But, in the Victorian mystique, she was also sexually innocent and passive. The Freudian and contraceptive revolutions changed this mystique, replacing it with an equally ambivalent image, as Sidney Callahan points out. The marvel of the "super Bunny", ready to satisfy every male fantasy is matched by the treat of the castrating

12. Matina Horner, "Sex Differences in Achievement Motivation and Performance in Competitive and Non Competitive Situations," Ph.D. dissertation, University of Michigan, 1968.
13. Marlaire Lockheed Katz, "Female Motive to Avoid Success: A Psychological Barrier or a Response to Deviancy?" Princeton, New Jersey: Educational Testing Service, 1973.
14. Nadia Said, "Female and Male Differences in Gratification Preference," M.A. thesis, University of Manitoba, 1975.
15. Ravenna Helson, "The Changing Image of the Career Woman," *Journal of Social Issues* 28:2 (1972) p. 37.
16. *Women in the Labour Force: Facts and Figures, 1973 edition* (Ottawa: Information Canada, 1974) pp. 242-245.
17. Robert T. and Anna K. Francoeur eds., *The Future of Sexual Relations* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974) p. 104.

"super Bitch" with her insatiable sexual capacity, and the "ominous Butch" liberated by her mature clitoral orgasm from any need for the male.¹⁷

Ginsberg, Frosch, and Shapiro reported that young men appear as clinical cases more frequently today, and young women more frequently complain of initial impotence in young lovers.¹⁸ They suggest this is related to changed expectations of women, which result from liberated attitudes toward their own sexuality. Four out of five sexologists who participated in a seminar on 1971 Medical Aspects of Human Sexuality agree that that impotence was on the increase,¹⁹ and there have been other indicators that the increased expectation for performance puts great strains on young men whose masculine identity is not yet secure, and who have been taught they must respond to every invitation with an erection crowned by orgasm and a perfect performance, whatever that is. Some are predicting a retreat of males to the safety of the "wolf-packs" of adolescence, and the substitution of masturbation and prostitution for the risks of heterosexual association with women who are their social equals and perhaps, as Masters and Johnson have suggested,⁴⁰ their sexual superiors.

There is no evidence for such a retreat from a study by Komarovsky of cultural contradictions in the male role as perceived and played by senior students at an Ivy League College in the U.S. recently.²¹ Among these males she discovered more cross-sex association than had been found earlier, and she also found that contrary to her expectations female friends were more frequently targets of self-disclosure for these young men. She also speculated that psychological closeness for these males was not that much different from that of females — there is a question in her mind about the soundness of the myth of the emotionally inexpressive male which hardly seemed substantiated by her sample. Incidentally, a report of women readers of *Chatelaine* in January (1975) issue, on a questionnaire to determine how liberated Canadian women think their husbands are, included materials on self-disclosure or expressiveness.²² The wives report that recently their husbands have been shaking off the "stiffer-upper lip syndrome"; but, as I note, the men are still more likely to show *anger* than grief or sadness. Intimacy in marriage may be becoming easier for young men, making them much more similar to the young women they will marry. Psychologically that's to the good, since that kind of intimacy can only reinforce commitment.

Self-fulfillment is the other important psychological dimension of the marriage of equals. Not just in the bedroom, for either the woman or the man. Not just in the home; nor just in the market place. Today few men identify themselves as homemakers. Those who have opted for role reversal,

18. George L. Ginsberg, William A. Frosch, and Theodore Shapiro, "The New Impotence," *Archives of General Psychiatry* 26 (March 1972).

19. Francoeur, *loc cit*.

20. W. H. Masters and V. E. Johnson, *Human Sexual Response* (Boston; Little, Brown, 1966).

21. Mirra Komarovsky, "Cultural Contradictions and Sex Roles: The Masculine Case," *American Journal of Sociology* 78:4 (January 1973): 873-884.

22. Michele Landsberg, "How Liberated Are Canadian Husbands?" *Chatelaine* (January 1975): 32-58.

23. "Men of the House," *Time Magazine* (February 18, 1974) p. 57.

as reported in *Time Magazine*, having nothing positive to say about it.²³ "I don't think there are a dozen men in the U.S. who could survive a year as househusband," says Warren Farrell, 30, who teaches sexual politics at American University in Washington, D.C. Philipp Rabinowitz, 28, of Brighton, Massachusetts who has been caring for his infant son for the past nine months while his wife attends law school supports that thesis: "I can't wait to get out of the house and back to work. I love my son Adam, but I can see how taking care of a kid can drive a woman up the wall". Househusband Robert Smith, 42, writes in his Brooklyn home and cares for his children while his wife Claire works full time as a literary agent. He anticipates that Roger, 6, will grow up without the "*machismo* hangups that afflict many men."

Role reversal is objected to by all of the young single men in the Komarovsky study and in fact she found only 7% who were liberated to the extent that they could anticipate modifying their own roles significantly to facilitate their future wives' careers.²⁴ A high proportion, 24%, were "traditionalists" to the extent that they expected to find wives who would find fulfillment in domestic, civic, and cultural pursuits *without ever seeking outside jobs*. In general, she found that the new idea of equal opportunity for women and wives is subscribed to as a cultural ideal, but it is abstract, and when it comes to *personal* preferences — what do I want for my marriage — it is a different matter. Thus, one student, said "It is only fair to let a woman do her own thing, if she wants a career. Personally, though, I would want my wife at home".²⁵

There are many studies of career women which indicate that psychologically these more or less liberated (career) women still do make the adjustment: that is, their commitment to the marriage is the greater, and the limitations on self-definition through other than wife and mother roles are greater. Where they report that equal consideration has been fortunate enough to have a husband who has been able to understand and support them. And as a sociologist, Miller, says in a rare confession of his own failure to establish with his wife equal opportunities in the marriage for her to pursue her own outside interests, as long as achievement burns brightly for the male, he will not willingly give up the privileges that accrue to inequality.²⁶ Bailyn's study (1971) of 200 British women and their husbands shows that men who scale down their career involvement, rather than those who go full steam or those who severely curtail it, have happier marriages.²⁷ The Chatelaine Survey shows women married to "Chauvinist" husbands less happy with their marriages.²⁸ But whatever a man's career commitment, it seems that he wants his wife to be more oriented to *his* than to her work and this, according to Holstrom's (1971) work, even for women Ph. D.'s is how it works out.²⁹

24. Komarovsky, *op cit.* p. 879.

25. *Ibid.* p. 880.

26. S. M. Miller, "On Men: The Making of a Confused Middle-Class Husband," *Social Policy* 2:2 (July/August 1971): 33-39.

27. Lotte Bailyn, "Career and Family Orientations of Husbands and Wives in Relation to Marital Happiness," in Athena Theodore ed., *The Professional Woman* (Cambridge, Mass: Schenkman) pp. 559-560.

28. Landsberg, *op cit.* p. 57.

Some sociologists, like Jessie Bernard and Philip Slater have dared to suggest that societal values and arrangements must bend to family needs if changed roles are to have a beneficial psychological effect on family members.³⁰ Slater suggests that males must liberate themselves too — above all from being status objects to which women can attach themselves.³¹ The other side is that women must not be the sacrifices made to the symbolic unity of the family. I know a woman who after twenty years of loving care for her children and husband tried to do something for herself and was sent packing to a psychiatrist to straighten her out. He did: he returned her to the family, the three children of which by the time therapy was completed having already "left the nest".

The short term psychological effects of changing roles of women and men are not always pleasant; in the long-run, however, I strongly believe that women will continue to benefit personally and that men have nothing to lose but their ball and chains, as they used to humorously refer to the way marriage supposedly tied them to a dependent woman. (And you will note I said men will lose their ball and not balls, since I see no reason why men should be emasculated by intimacy with strong and capable women). That is, if both men and women can relax, feel free to express their emotions, say "no" or "yes" to sex, be happy about vast areas of similarity and overlap which they share, then the most positive psychological benefits to wives and husbands will be that rare commodity which intimates have always prized because it is the best source of sustenance for the Self. I refer, of course to friendship or love. I am going to take the liberty of paraphrasing Erik Fromm on what he considers mature love is. I have put his statement into the context of marriage, as follows:

... *love is union under the condition of preserving one's integrity, one's individuality. Love is an active power* ... (in marriage); a power which breaks through the walls which separate (a wife from her husband), which unites (a husband with his wife); love makes them overcome the sense of isolation and separateness, yet it permits them to be themselves, to retain their integrity. In love the paradox occurs that two become one and yet remain two.³²

Psychologically, I believe the new status of wife as equal in marriage fosters mature love between the partners.

29. Lynda Holmstrom, "Career Patterns of Married Couples," in Athena Theodore ed., *The Professional Woman* (Cambridge, Mass.: Schenkman) p. 518.
30. Jessie Bernard, "Adjusting the Lives of Women to the Establishment," in Clarice Stasz Stoll ed., *Sexism: Scientific Debates* (Don Mills, Ontario: Addison Wesley Publishing Co., 1973) pp. 121-137.
31. Philip E. Slater, "Sexual Adequacy in America," in Kenneth C. W. Kammeyer ed., *Confronting the Issues* (Boston: Allyn and Bacon, Inc.) pp. 469-476.
32. Erich Fromm, "The Theory of Love," in Jacqueline P. Wiseman ed., *People as Partners* (San Francisco: Canfield Press, 1971) p. 86.

Prediction of Performance of Students in College Construction Courses

by Sister Irene Burge, Ph.D.

[An article based on a dissertation submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of Doctor of Philosophy, Iowa State University, Ames, Iowa, 1974].

The Problem

The present study was conducted in five universities located in the Maritime Provinces of Canada offering degree programmes in Home Economics. These universities were Acadia, Moncton, Mount St. Vincent, St. Francis Xavier, and University of Prince Edward Island. Instructors of the university elementary course in clothing at these universities indicated that students who enroll in the course have varying degrees of background preparation for the course. Experience ranges from six years high school to none. Some students have had experience with clothing construction as part of a 4-H program while others had none. Home Economics courses at the secondary level are not prerequisite for entry into the Home Economics programs at these universities. Therefore the universities are faced with the problem of providing the basic learning experiences for students who have had no prior learning in clothing construction as well as for those who have had prior experiences in this area.

Because of the variations in background it is difficult for the universities to present a course which will contribute to the greatest achievement of all members of the class. It seems necessary to make adjustments in the basic clothing course in order to facilitate optimal achievement for each member of the class. Before any decision can be made to adjust for variations in students' background experiences in clothing construction, some information on which to make decisions is necessary, so that informed judgements can be made.

Objectives of the Study

The present research project was concerned with the development of measurement instruments which would provide information for decisions with regard to student placement and with prediction of performance in beginning clothing construction at the university level. It was expected that, if these instruments were appropriate, information provided by them would aid in decision making and hence increase teacher effectiveness and maximize learning.

The purposes of this research were: (1) to describe the clothing construction portion of beginning clothing courses at the five universities; (2) to adapt and to test the predictive validity of predictive measures for placement of students in beginning clothing construction; and (3) to obtain a

basis for recommending adjustments for individual differences among students in beginning clothing construction in the five universities.

Procedure

Participants were 157 students enrolled in beginning clothing courses in the five Maritime universities in 1972-1973. Instruments were developed and adapted to obtain information about predictors and criteria. These instruments were: a paper-and-pencil objective test administered as a pre-and post-test, an interview questionnaire to be completed by instructors of clothing construction in each university, a student background experience questionnaire.

Predictive variables were: cognitive ability to clothing construction as measured by the pretest, three measures of previous educational experience in clothing construction, three measures of previous experience in clothing construction, and five measures of finger dexterity experience. Criterion variables were: cognitive ability in clothing construction as measured by the posttest, measures of the extent of difficulty experienced with comprehension and application of 32 course objectives, the extent to which the course was judged to be too easy, the judged extent of learning of clothing construction experienced in the course, and the extent of enjoyment of sewing. Scores on constructed garments were not used as criterion measures because of inconsistencies found in the scoring of sample garments by the instructors in the universities.

Findings and Implications

Analysis of the posttest showed that 69 of the 98 test items had similar difficulty indices in four of the five universities. Analyses were then limited to the four universities ($N = 130$). Using the Kuder-Richardson Formula 20, reliability coefficients of .70 and .69 were obtained for the 69-item pretest and posttest. It was judged that the 69-item test was reliable.

Findings showed that, with refining, the instruments used in this research could be used by the our universities which were found to be similar for the purpose of providing information on which to make decisions regarding adaptations for individual differences among students entering the beginning clothing construction course. It was found as was expected, that there were significant differences among students within each of the four universities in the extent of preparedness for the elementary clothing construction course. It was recommended that adjustments be made to accommodate individual differences in background experiences.

No significant difference was found between the four universities on: previous educational experience in clothing construction at high school or at home; extent of experience in clothing construction as measured by number of garments made, percentage of her own garments a student made, and number of years a student made her own clothing; and three measures of finger dexterity experience which were previous experience making doll clothes, experience with typing, and experience with crocheting. Differences, significant at the 0.5 level, were found between the four universities on: previous educational experience in clothing construction in a 4-H program, experience with knitting, and experience with playing piano

and organ. Few students had indicated that they learned clothing construction in a 4-H program. No significant difference was found between the universities on the extent of difficulty experienced with 30 of the 32 course objectives, and the extent of enjoyment of sewing. Significant difference, at the .05 level, was found on the extent to which the course was judged as too easy, and at the .01 level, on the judged extent of learning experienced during the course.

Based on the number and magnitude of correlations the following predictors were found to be most effective; cognitive ability in clothing construction, number of garments made, percentage of her own garments a student made, and number of years a student made her own clothing. The predictive validity of these predictors was thus established. A weight was assigned each variable based on ratings of a panel of five judges. Correlation of composite weighted predictor and criterion scores was not significantly different from zero. Because significant correlations were found among specific predictors and criteria it was judged that the weights for some of the variables were inappropriate. In further research in this area different weights should be assigned some predictor variables, based on their effectiveness to predict performance. Some of the criterion variables also should receive different weights based on their effectiveness as criterion measures.

Using data obtained from both the students and instructors 19 of the 32 course objectives were found to be common to the four universities. It was recommended that instructors in these four universities work together to achieve more course similarity. This seemed to be necessary because it was believed that greater course similarity would be desirable.

Because there were inconsistencies among instructors in the scoring of sample garments it was recommended that in further research in this area reliability of garment scores be established. It was believed that scores on garments constructed by students during the course would be effective criterion measures if there was some assurance that these scores were consistent among universities.

The Other Side of the Metric Story

**Mr. Randy Steepe,
President,
Metric Media Inc.**

Canada's imminent passage into the Metric Era has brought out the "natural resistance to change" often displayed in many different forms by us all. As dramatically shown in many other countries, this resistant human element has hampered the success and process of many Metric Conversion plans.

This is not to be the case in Canada if the professional Educator continues on the progressive path of Metric Conversion already set. However, the entire school system needs support and this support must come from sectors affecting the school system.

Remember trying to memorize all those tables of weights, measures and temperatures — "16 ounces equal 1 pound avoirdupois and 12 ounces equal 1 pound troy; 40 fluid ounces equal 1 quart; water freezes at 32°F and boils at 212°F?"

On the other hand, do you remember how simple it was to divide and multiply by ten — just by moving the decimal point?

The Metric System is an easier, more efficient and more rational system of measurement. I wonder if radio and TV announcers ever stop to realize that by giving dual readings for temperature they are actually hindering the basic learning process in our early grades today, where children are being taught only Metric units.

In the last few years, we, the public have been strongly upset about the quality of our schools and an outcry has been heard from coast to coast to get back to the "3 R's". To that I say first define what you mean by back to the "3 R's" and then quantify your request through actual Educational Research. There is a saying that holds especially true to support the school's position and Canada's position for the change to Metrics — "If you're doing something in today's society that you've been doing for a long time, then you're probably doing it wrong." How can the public cry for the 3 R's and then not support wholeheartedly the Metric System which will allow our children to learn measurement more easily and effectively and leave them time to explore other disciplines more fully. Granted, the average adult must go through a Conversion Period, but not at the expense of confining a sector of our society that is at a stage in their educational development which could sorely be hindered by a negative reaction to their newly acquired knowledge at this point.

For example, a Grade 7 girl comes home from school and asks her mother if she can help bake a cake. Her mother says certainly and asks her to put a tablespoon of butter into the mix. The girl looks up at her mother in amazement, looks at the spoon and asks rather bewilderedly, "What's a tablespoon? I know what a 1, 2, 5, 15 or 25 ml spoon is, but I don't know what a tablespoon is." Dilemma. The mother is now caught in the changing Metric World. She has two choices. She can tell her daughter not to talk

about that ridiculous Metric System in the house and take the similar route of the New Math. But this is not New Math. It will not disappear if we don't react to it. The other choice that the mother has is to accept her child's learning of a more rational, efficient measuring system which requires new measuring tools, recipes and parental knowledge of the new subject to reinforce information and data taught in the school system. That mother will react, hopefully, by obtaining a new set of Metric measures and a few basic recipes for use by her child and by utilizing the Metric System as a way of sharing learning experiences with the child. This reaction is basic to the parent-child learning process in any areas of learning whether it be cooking, math, biology, machine shop, etc.

Metric has been shown internationally to be synonymous with opportunity, once in a lifetime chances to rationalize sizes and develop marketing programs which fulfill the educational needs of the consumer over a period of time. This is especially true in the area of Metric Recipe Development. Now that a lot of the crucial decisions for food preparation have been made and Metric measures are now becoming available, the people involved in recipe development have the necessary equipment to start their job. Leadership and direction from many professional Home Economics and Educators has begun and must continue if the area of Metric Recipe Development and Metric Cooking becomes a daily routine over the next few years. The most important and dramatic involvement is taking place in classrooms across the country. It's only a matter of months before it reaches the home where support and reinforcement are necessary. The question: "Will the parents be capable of understanding and accepting the new Metric language?" The answer: "Yes, if well-researched, creative Metric public informational vehicles and marketing programs are begun by Industry and Government."

The adult today doesn't have the opportunity or the environment to gain the necessary information in Metric he requires to cope with this problem. He must turn to a different sort of classroom, basically surrounded by 3 groups — his employer, the Government and Industry. The British put it into perspective — "Learning the Metric System is like going back to school." How right they really were. You and I are basically at the same level of Metric knowledge as our five year old children and the same methods and theories of education utilized by the teacher must be utilized by Government Agencies and Marketing and Advertising executives when relaying "need-to-know" Metric information to the public. There's no doubt that all three groups have different ulterior motives, but the results must be exactly the same if Canada and the U.S. are to keep the costs of Conversion down. For example, North American schools in our day did not teach the technique of slide rule problem solving for comparison so why, as soon as Metric comes along and comparison technique has to be utilized does Industry revert to the slide rule concept commonly called "converters?" "You either need exact measurements or you don't. If you don't, you can figure it out in your head and if you do, the converter concept is not accurate enough. Industry is pushing the converter on the public for a quick solution profit. First of all, it's the wrong educational technique for teaching Metrics; it has no retention value and has been found to be, in other countries, the biggest "rip-off" and one of the most harmful things that Industry

could be doing to the public. Thinking Metric through visual reinforcement is the professional educator's technique and has been thoroughly tested and proven effective in our schools. For example, instead of saying 0°C equals 32°F, you show 0°C and next to it an ice cube; instead of saying 1 millimetre equals so much of an inch, you show 1 mm is about the thickness of a dime. How much simpler could it be?

Every sector in Canadian Business has a part to play in the Metric Game. The marketer must first realize that it has been shown internationally that a Metric promotion timed correctly in relation to the country's Conversion Plan has proven to increase sales volumes. The packager must realize rationalization of sizes will save money in the long run. These are just a few examples.

Yet, although so rewarding to Industry, it has been the student who has really made the first psychological commitment to the Metric System paralleling the concept in the fable "The Emperor's New Clothes". Everyone was aware of what was going on and its consequences, but no one except the student was willing to take a stand.

The other side of the Metric story thus concerns over 2 million Canadian students learning a system of measurement that will affect almost every area of his or her activity. The last thing they need is a negative reaction or constant complaining about the inevitable from the adult sector of the population. Let us, the individuals, companies and governments that are hindering or helping its progress always remember that the "most important side of the Metric story" to Canada's future is the student in Canadian schools today.

Metric and Nutrition: The Kilojoule

by Marilynn Small

CHEA Metric Committee,

Nutritionist,

General Foods Limited.

Introduction

As many of you are aware, there has been some controversy regarding whether or not Canada would be advised to adopt the kilojoule as the measurement unit for food energy. For this reason, the "Kilojoule Working Group" was formed in May 1975 to study and discuss the implications of the issue. The "Working Group" is comprised of members representing twenty-four associations and organizations who will be affected by the change. CHEA is represented by both S. Blackstone and the writer.

Results

Following extensive research and long deliberations both by the "Working Group" as a whole and three subcommittees, a full report on all aspects of kilojoule adoption will be tabled by sector committee 9.1 of the Metric Commission on December 10, 1975.

Summary of the Report Submitted to the Metric Commission

Recommendation One

"That Canada, having officially adopted the International System of Units, as have most other countries, adopt the kilojoule as the measurement unit for food and metabolic energy value by January 1, 1980."

Recommendation Two

"That education of kJ adoption be done after Canadians have become familiar with basic metric usage but planning should start now through the Metric Commission and relevant sector committees to produce adequate information to acquaint Canadians with the kJ."

Background Information

The above recommendations are the result of considerable study and discussion on the implications of kilojoule adoption. The "Working Group" has specified a responsible approach to the key questions of timing and public education on kilojoule adoption.

Timing

- A four-year lead time for kJ adoption is recommended to allow the Canadian public to become familiar with basic metrics. This timing will also permit affected groups to plan their conversion to the kJ.
- Adequate time is also essential for evaluation of effective educational techniques, to avoid serious errors in diet prescriptions, where energy intake is a prime component.

- The "Working Group" recommends that soft conversion from kilocalories to kilojoules be incorporated in any new or revised regulations, guidelines, reference material, books or labelling during the four year period January 1, 1976 to December 31, 1979 or as soon after January 1, 1976 as possible. As of January 1, 1980, the kJ will become the only official term for food and metabolic energy measurement.

International Practice

A thorough survey of international kJ adoption indicates that many countries will be converted by 1978-79. Member countries of the European Economic Community (France, Belgium, West Germany, Denmark, and Holland) have legislated conversion by January 1, 1978. Australia, New Zealand and South Africa are in the process of kJ adoption.

Education Responsibility

Prime responsibility to familiarize the general public with the kJ rests with the Metric Commission. Groups affected by the change (such as CHEA), are responsible to educate their own publics.

Timing of Education

- It is key that other basic changeovers such as temperature, traffic speeds and signs, body measurement, package sizes, be undertaken first. Kilojoule adoption should come late in conversion, when the general Canadian public is familiar with SI.
- The kilojoule is already being introduced into the elementary and secondary school systems across Canada. By 1980 it will be in current usage for the measurement of energy, work and quantity of heat.

Education Usefulness

The communication of kilojoule adoption offers the potential of increasing both Canadians' awareness of energy concepts and of the importance of balanced food and metabolic activity. The concept of energy balance, that is energy used during exercise as well as that supplied by food, should be emphasized in education programmes.

Technical Notes

- There is no direct method for measuring the joule in nutrition and physical education work. Energy requirements or individual energy expenditure, including both static and dynamic measurement, and along with energy content of food, still must be done by measuring heat loss followed by conversion to the joule.
- The kilojoule is preferred over the joule ($1 \text{ kJ} = 1,000 \text{ J}$) for measuring food and metabolic energy values.
- The kJ would replace the kilocalorie ($1 \text{ kilocalorie} = 4.186 \text{ kJ}$).
- The adoption of the kJ will replace several calorie terms such as cal 15, thermochemical calorie, "IT" calorie, "large calorie" or kilocalorie.
- As the joule will replace terms such as calorie, erg, British thermal unit,

electrovolt, foot pound force and therm in measuring heat, mechanical and electrical energy, Canadians will be familiarized with the unit in other contexts than food and metabolic energy. Joule adoption has been reviewed and accepted as the unit for mechanical and electrical energy by the relevant sector committees of the Metric Commission.

- The joule as the SI derived metric term for energy is defined as "the work done when the point of application of a force of one newton (1) is displaced a distance of 1 metre (1m) in the direction of the force" (Canadian Standards Association Metric Practice Guide p. 33). The formula is $J = N \times m$.

METRIC MEASURES other than those approved by the National Standard on Cooking Measures and the Metric Commission, are appearing in some stores.

Approved Metric Measures are as follows:

Small Measures, set of five:

1 ml, 2 ml, 5 ml, 15 ml and 25 ml.

Dry Measures, set of three: 50 ml, 125 ml, 250 ml.

Liquid Measures: 250 ml, 500 ml, 1,000 ml.

Measures other than those listed above are inappropriate for use in Canada.

Dual marked measures are *not* acceptable since conversion of existing cups and spans show decimal and add figures not acceptable in the Metric Cooking system.

AWARDS

**Administered by the Canadian Home Economics Association
1976**

THE MARY A. CLARKE MEMORIAL SCHOLARSHIP \$2000. (C.H.E.A. Scholarship Fund Award)

- for a graduate in Home Economics from a Canadian university who is a resident of Canada and who is planning to undertake, or who is at present engaged in, graduate study proceeding to a higher academic degree. The award will be based on scholarship, personal qualities, past and/or potential contribution to the profession of Home Economics, and financial considerations.

Applications must be received by March 31, 1976

THE SILVER JUBILEE SCHOLARSHIP \$2000. (C.H.E.A. Scholarship Fund Award)

- for a graduate in Home Economics from a Canadian university who is a resident of Canada and who is planning to undertake, or who is at present engaged in, graduate study proceeding to a higher academic degree. The award will be based on scholarship, personal qualities, past and/or potential contribution to the profession of Home Economics, and financial considerations.

Applications must be received by March 31, 1976

THE CARNATION COMPANY INCENTIVE AWARD (1976) \$500. (Presented by the Carnation Company Limited)

- for a graduate in Home Economics (or in a closely allied discipline) from a Canadian university who is planning to undertake graduate study proceeding to a higher academic degree. Special consideration will be given to a student undertaking post graduate study in foods or in food science. The award will be made on the basis of academic achievement, personal qualities, financial need and an intended career in the food industry.

Applications must be received by March 31, 1976

Application forms available from: Winifred Bracher, Chairman,
Awards Selection Committee,
Canadian Home Economics Association,
School of Home Economics,
The University of British Columbia,
Vancouver, British Columbia,
V6T 1W5.

Occupations C.H.E.A. Members by Province — September 30, 1975

Code:	B D E G H	Business Dietitian Extension Government Homemaker	N R S SW T U	Nutritionist Reserve (Not employed) Supervisor (Education) Social Worker Teacher University	X	O	(1)	(2)	(3)	Retired Other 1975 Graduates Students Occupations Unknown							
Province	B	D	E	G	H	N	R	S	SW	T	U	X	O	(1)	(2)	(3)	Total
British Columbia	22	5		7	12	2	12	4		84	10	19	4	33	14	7	235
	24	2	34	14	18	2	49	4	2	55	15	13	7	22	8	1	270
Saskatchewan	13	5	4	2	6	2	5		1	19	8	7		7	1	1	81
Manitoba	8	5	11	14	4	3	7	3	2	29	19	13	4	19	19	7	167
Ontario	99	31	27	40	35	5	30	6	4	170	44	77	34	63	23	31	719
Quebec	23	8		3	4	1	3	4		32	18	5	1	10	5	1	118
New Brunswick	2	3	8	2	5	2	4	4		26	9	6	2	3	1	5	82
Nova Scotia	4	2	4	5	4	1	5	3		30	12	10	3	7	1	4	95
Prince Edward Island	2		1	2	5					7	6	1		4			28
Newfoundland	2		1	1	1	1	2			4	1		1	3		1	17
N.W.T. & Yukon		1		1			1	1		5							9
Outside Canada	7		1	1	6	1	5			1	6	4	1	1	3	3	40
	206	62	91	92	99	20	123	29	9	462	148	155	57	172	75	61	1,861

C.H.E.A. National Office, October 27, 1975

How to create incredible edibles

Florrie Paul

Frederick Fell Publishers Inc.

New York

In spite of having been trained to present food in an appetizing natural way, we have to admit that a display of incredible edibles does attract much attention and serves as a conversation starter.

Florrie Paul "with no special training" has become a lecturer and demonstrator of her art of creating incredible edibles with food and an author as well. Her book is a "how-to" book describing in detail the methods used to make show-pieces such as pineapple owls, a Southern belle meat doll, which can be presented as a bridal doll if all white meats are used, watermelon whales and other unbelievables.

For those engaged in buffet work or catering there could be interesting ideas here. For the freelance home economist there are a few hints that might be helpful. Although many of the illustrated art forms are extreme there are some suggestions that could be appreciated by any one who presents food where eye appeal is of prime importance.

Reviewed by Dorothy Ferguson, Freelance home economist.

Elements of Textiles:

Jules Labathe, 1975.

MacMillan, New York.

This new text by the author of the widely used *Textiles: Origins to Usage* (1965) has had some of its material adapted from the older book, but is presented as a new book, rather than as a second edition. The author's purpose was to provide a college text for introductory textiles courses which now frequently combine basic textile studies with the popular and fast-growing body of consumer textile information. This is a valid and timely goal, and the resulting book is generally worth-while in fulfilling this need.

However, the ever-present danger, in such a dual approach, of falling between two stools is not altogether avoided, particularly in terms of its usefulness to Canadians. The fibre, yarn and fabric technology is well organized and presented in the standard format, but is somewhat superficial for the purposes of many. Chemical concepts and complex procedures are minimized, which may or may not be a desired feature. On the other hand, the consumer information chapters, while packed with good solid information, are inevitably oriented entirely toward American laws and standards. Hence extensive supplementation of Canadian material is required, and the dual purpose value of the text is greatly diminished.

The book benefits from clear, spare language, good use of headings and line diagrams, highlighting which makes major terms very easy to locate. Some newer topics such as flammability, where the U.S. has taken leadership, are given very thorough coverage, and there are some interesting unusual inclusions, such as a review of psychological aspects of textile con-

sumption. On the negative side, there is rather extensive dependance on figures no newer than 1971, although some from 1973 are used. This undesirable situation in a 1975 book may relate somehow to the occurrence of the author's death between completion and publication. Of the few photographs used, the impression is that many have been repeated from the older book, possibly quite valid, but nevertheless, off-putting. A different reservation is with the repeated stress on the "responsibilities of the consumer" (read housewife), reinforcing the questionable value that consumption is inevitably the work and play of the female of the species.

More seriously, and suprisingly, the brief discussion of the future appears to be based on the unquestioned expectation of uninterrupted growth, and makes no reference to the growing concerns of world resource limitations, population pressures, land use considerations, energy shortages, inflationary economic upheavals, nor to the important place of textile manufacture and use in this array of rapidly changing world circumstances.

Reviewed by Betty Ann Crosbie, Faculty of Food Science, University of Toronto.

Fabric Data — re Canadian fashion textiles

Humphries, Mary

Anroy Printing Limited, Scarborough, Ontario

1975, pp 81, \$8.25

At long last! An up-to-date textile information source concentrating on the Canadian textile market and, as an added bonus, it comes in a looseleaf binder form, enabling new and revised data on fibres and fabrics to be inserted as changes occur. The information is good and easily understood.

Unfortunately the organization is weak. There is no logical sequence of topics; hence, a lack of continuity prevails throughout.

Fabric data does not dwell at length on the specifics of each fibre. Certain properties of the major natural and man-made fibres are highlighted and additional properties are rated in chart form. Blends are also discussed.

The author has included sections on the Textile Labelling Act, Canada Standard Size, Canadian and International Care Labelling Systems, fibre safety and flammability regulations (Canadian), as well as stain removal and dry cleaning processes. The latter deals with how to select a dependable dry cleaner, solvents used in the process, and the problems dry cleaners have with speciality fabrics.

Metric conversion is an area of current interest to Canadian consumers and the author deals with the problems of conversion related to the household textile field. She has included information on when the various sectors plan to convert to metric and what units they will be using. If more information is required a reference sheet has been compiled which would be helpful for obtaining metric aids.

An extensive Trade Name Index has also been compiled for fibres, yarns, and fabrics available on the Canadian market. This index has been set up so that it can be readily converted to a file card system. As well a useful section called "Sources of Information" is included which lists associations

and companies providing literature about specific fibres and fabrics.

Because Fabric Data does assume some previous textile knowledge, this book would be most beneficial used as a reference for teachers and high school and university students.

Reviewed by Clothing Section, Home Economics Branch, Ministry of Agriculture and Food.

... Recipes

N.B. Home Economists

\$3.50

New Brunswick Recipes is a collective cookbook from the files of home economists who live and work in this province. Some of them feature local agricultural products, some of the cultural heritage of English and French settlers and others the native plants, wild meats and seafoods of the area.

Old fashioned salting and modern whole food cookery are both inside these covers. For seventeen years, in eight editions, more than 40,000 of these books have been prepared, marketed and sold by the N.B. Home Economics Association. All proceeds are used for scholarships in Home Economics.

Books may be ordered from: Mrs. W. J. Crocker, 107 Bromley Ave., Moncton, N.B.

(Described — not reviewed)

by Kay Spicer

Cheemo — A New Meal Treat!

Heritage Foods Ltd. of Edmonton are producing the first machine made perogy in Canada. A "perogy" is similar to Italian Ravioli, Chinese Won Ton or Jewish Knishes. After taking roots in Central Europe the product became a favorite dish in most of the Slavic countries. Cheemo perogy are bite-sized, with a thin dough crust, filled with three fillings: Potato and Cheddar Cheese; Potato and Cottage Cheese; and Potato, Onion and Pepper. You'll find the perogy, frozen, packed in 14 ounce packages. Convenient and versatile, Cheemo perogies can be served as hors d'oeuvres, snacks and main course. The Cheemo line also includes frozen Borscht concentrate and Holubsi, meaning "little pigeons". The latter, of course, are cabbage rolls. For more information write: Heritage Foods Ltd., 12411 — 87 St., Edmonton, Alberta.

Here Is The Handle — Here Is The Spout

Not another teapot, but a mixing bowl! At last, a dishwasher proof mixing bowl with a generously sized handle and a no-drip pouring spout. Superb. From Rubbermaid, you'll find two sizes of this unique mixing bowl — 6 cup/1400 ml and 12 cup/3 litre size in brown or bright yellow. Measurements are shown in cups and litres. A soft rubber ring at the base keeps bowl from sliding. Mix, stir, beat or whip with ease. Contact Mrs. Linda Watson, Public Relations Coordinator, Rubbermaid (Canada) Ltd., 2562 Stanfield Road, Mississauga, Ontario L4Y 1S5.

Fresh Zing — from JELL-O

The newest flavour on the Jell-O Tree is apricot. This special summer fruit is a native to China where the character for the apricot is sing. General Foods has something to sing about, new Apricot Jell-O really does have extra zing. The taste is delightful with the piquant uniqueness of the actual fresh fruit. Have you seen The Jell-O Idea Book, and The Pudding Idea Book? Both are packed with smart how-to's and tantalizing ideas for tasty dishes. Write to General Foods Kitchens, 2200 Yonge St., Toronto.

Quality Aroma and Taste

W. H. Schwartz & Sons Ltd., the oldest spice house in North America is expanding and accelerating its distribution of fine spices in Ontario. Let's hope they will soon be able to serve the market in Western Canada. The company insists that its suppliers provide Schwartz with only the best spices. High quality is not just an accident. For example, their whole nutmegs have dark oily striations. The more dark patches there are in a nutmeg, the more aroma and pungency it will have; and the better its flavor. For more spicy news write to Mr. Brian C. Greggains, 22 Meadowvale Rd., West Hill, Ontario M1C 1R8.

Ecology Minded Can

The pull-tab has been eliminated on the new Orange Crush can. It has been replaced by two buttons on the top of the can. By pushing the small button first to release the pressure and the larger button second, an opening is produced without the pull-tab litter.

Bundt is a Pan

Northland Aluminum Products Inc. of Minneapolis are known as the Bundt people. Bundt is the brand name of their specially designed, fluted aluminum tube pans. Some are cast and some are coated with Teflon-2. The distinctive ring Bundt pans make cakes look fancy. Also they are perfect for making breads, desserts and salads. For information write Somerset House, 214 Merton St., Toronto, Ontario.

Bundt Is a Cake

Bundt is a new kind of cake mix from Robin Hood Multifoods. Named after the fluted ring cake pan that gives the cake its distinctive shape, Bundt mix includes cake mix, filling and glaze mix, all in one package. Robin Hood Bundt comes in three flavours — chocolate crown with nuts, raspberry swirl and butterscotch swirl — and each package contains sufficient mix to fill a 12-cup pan. The new cake can be made in a Bundt cake pan or in an angel food pan. Preparation of the Bundt cake from box to oven takes about 15 minutes and baking time is 40 — 50 minutes at 325 degrees. The result is described as a rich, moist cake that "looks and tastes like it came from a fancy bakeshop". Consumer acceptance was so encouraging when Robin Hood Bundt cake mixes were first introduced to the British Columbia market, that distribution was expanded to include all other areas of the country. Contact Louise E. Dufresne, Robin Hood Multifoods Limited, 6600 Cotes-des-Neiges Rd., Montreal, Quebec H3S 2A9.

A Block of Batter?

Look in the frozen food cases at your supermarket for frozen pancake batter under the "Easy Make" label by Robin Hood Multifoods.

Packaged in a 20 fl. oz. waxed container similar to a milk carton, the batter will produce 15 four-inch pancakes or about 10 waffles. Robin Hood Easy Make frozen pancake batter comes in both regular and buttermilk.

Preparation is easy. Place the carton in refrigerator overnight, or until contents thaw, then pour directly onto a greased griddle at 375 degrees F. Pancakes are ready in three minutes.

Once thawed, the batter can be stored in a refrigerator for up to five days. Ingredients include Robin Hood flours, whole eggs, milk powder and sugar.

Canadian University Teachers of Home Economics

The Canadian University Teachers of Home Economics (CUTHE) held a very successful two day meeting at the time of the Learned Societies Conference in Edmonton, June 3rd and 4th. The program centered around the theme of "Environmental Issues".

Dr. J. McGregor, Dean of Graduate School, and Dr. E. Empey, Director of the School of Household Economics, welcomed the group on behalf of the University and the School respectively. The highlights of the conference included Dr. F. MacHardy, Dean of Agriculture and Forestry, speaking on "Conservation '75"; Dr. F. Bentley on "Population: the Ultimate Pollutant"; and a telephone interview with the Honorable Donald MacDonald, Federal Minister of Energy, Mines and Resources Canada on "The Role of Home Economics in Energy Conservation".

In addition many members gave excellent papers on a variety of topics ranging from textiles and noise pollution to curriculum planning, from recycling to teaching family studies.

The meeting came to a close with a panel discussion on "Our Role in the University Community". This presentation consisted of reports by members of study committees on the projected direction for Home Economics in the three prairie provinces.

Dr. Florence Swan, Faculty of Education, University of New Brunswick, was elected chairperson of the Canadian University Teachers of Home Economics for the term 1975 to 1977. The group in attendance accepted the invitation to stage the two day meeting in 1977 at the University of New Brunswick in Fredericton, New Brunswick.

Complete proceedings of this conference have been prepared. Anyone wishing a copy may obtain one by forwarding \$4.50 to The School of Household Economics, University of Alberta.

Florence Swan

Florence Swan, of the Home Economics Education Faculty at the University of New Brunswick in Fredericton, has completed work toward the degree of Doctor of Philosophy in Home Economics Education. The degree was granted on August 30, 1975, by Pennsylvania State University.

Dr. Swan wishes to express her appreciation to all those colleagues who helped in any way to make this achievement possible. Special thanks go to the Scholarship Committee of the Canadian Home Economics Association who, in 1972, awarded her the first Mary A. Clarke Memorial Scholarship for graduate study in Home Economics.

Title of her thesis is "Relationship of Home Economics Professors' Philosophy to Their Curriculum". Research involved surveying 400 College and University Professors, 100 each from four areas of home economics: Food and Nutrition, Textiles and Clothing, Home Economics Education, and Family Relations — Child Development.

Jim and Sharon Cannon

Congratulations to Jim and Sharon Cannon — our business manager, on the birth this summer of a bouncing baby boy — Jaime!

Phyllis J. Meiklejohn

Phyllis J. Meiklejohn, special lecturer in the faculty of education, University of Toronto, gave the second Edith Rowles Simpson Lecture at the University of Saskatchewan, Saskatoon. Mrs. Meiklejohn spoke on "Realities vs Resources; Here and Now." The lecture focused on the problems and pressures individuals and families must cope with today and the resources available to solve them.

The recently established lectureship honors Dr. Edith Rowles Simpson, who retired in 1972 as dean of Home Economics at the University of Saskatchewan. It was set up with donations by faculty, students, alumnae and friends as a continuing tribute to Dean Simpson's "unceasing efforts to improve the standards in the Home Economics profession".

Mrs. Meiklejohn lectures in family studies at Toronto and is consulting editor for McLelland and Stewart as well as editor of an Ontario newsletter. She is on the board of directors of the Ontario Rehabilitation Foundation and the Cooperative Apartment Building.

A communications presentation she gave at The 1975 Canadian Home Economics convention so impressed Saskatchewan members that she was asked to give the Edith Rowles Simpson lecture and also to address the Saskatchewan Home Economics Teacher's Association Oct. 25 in Regina.

ATTENTION C.H.E.A. MEMBERS

The C.H.E.A. Nominating Committee invites nominations for the following positions for the 1976-78 Board of Directors.

President — Elect
Vice-President — (to be from Alberta area)
Secretary — (to be from Alberta area)
Director for Alberta
Director for Ontario
Director for Nova Scotia
Director for British Columbia
Chairperson for the Extension Committee
Chairperson for the Food and Nutrition Committee

Please submit nominations signed by five members of C.H.E.A. and accompanied by a letter of acceptance from the nominee by February 15, 1976 to

Mrs. R. P. Mullen
Chairperson, C.H.E.A. Nominating Committee
20 Marlboro Road
Edmonton, Alberta
T6J 2C6



XIIIth

ONGRESS

XIIIth Congress Chairman:
Ms. Linda M. Stepenoff
Suite 216, 56 Sparks Street
Ottawa, Ontario, Canada K1P 5A9

OF THE INTERNATIONAL FEDERATION FOR HOME ECONOMICS

July 19-24, 1976 – Ottawa

THEME

"Life, not just Survival"

Home Economics and the Utilization of the World's Resources

PLENARY SESSIONS	SUB-PLENARY SESSIONS
A Consumption Human Values and nature's order: Are they on a collision course?	A1— Food needs and food production: the critical equation. A2— Man's demanding idol: energy A3— The population factor
B Conservation Man and his environment serving each other	B1— Integrated rural development and the family B2— Family living in a conservationist society B3— Human settlements of the future
C Change Prospect for the next decade	C1— Evolving philosophy and content of home economics C2— Modification of formal and informal education C3— The challenge to home economics as a force for change in the community, nation and world

DISCUSSION GROUPS

Committees will be organized according to the themes of sub-plenary sessions. Groups will be formed from the final registration list.

REPORTS AND DOCUMENTS

The official working papers of the Congress are:

- the preliminary report which is a compilation of answers to the questionnaire, sent before the Congress;
- various information and documents available just before the Congress, in Ottawa;
- the final report with the results of the Congress.

LANGUAGES

The official languages are English, French and German. Simultaneous translation will be provided at plenary and sub-plenary sessions.

ALL PRICES QUOTED ARE IN CANADIAN DOLLARS (\$)

PARTICIPATION FEE

The fee for participation in the Congress is:

- **Congress Participants:** \$150.00. This sum covers the participation fees, social activities (visits, banquet, etc.) and dispatching of the Congress working papers and reports. Preliminary registration fee: \$35.00. The balance of fee: \$115.00 is payable when returning final registration forms.
- **Students:** \$75.00 for home economics students and specialists certificated in 1975. Preliminary registration fee: \$20.00. The balance of fee: \$55.00 is payable when returning final registration forms.
- **Family Members:** \$35.00. This sum covers the trip to "Upper Canada Village" and the banquet.

The final registration fee must be paid by March 15, 1976.

Participation fee does not include accommodation and meals.

WITHDRAWAL AND TRANSFER OF REGISTRATION

A person who has submitted the registration form and fees and is not able to participate in the Congress, should inform the Congress Chairman immediately. The Preliminary Registration fee is not returnable, but the Final Registration fee \$115.00 Canadian will be returned, if notification is received by the Congress Chairman before April 1, 1976.

The Final Registration fee may be transferred to a new participant. This person must then immediately notify the Congress Chairman by airmail, enclosing a completed application form or the information required for the form.

ACCOMMODATION

The number of single rooms is limited. The hotel therefore reserves the right to place the participant in a double room if all the single rooms are already reserved. You will be informed about this by the hotel. **If you reserve a double or triple room**, please give us the name of the person with whom you plan to share the room, or state that you are willing to share with someone.

TOURS

While in Ottawa

- Tour A** A one-day tour, north of Montreal, Quebec, includes bus fare, lunch and boat ride on mountain lake. Departure: any day, subject to demand
Price: about \$ 25.00/person
- Tour B** A one-day bus trip to Montreal, visit to scenic and historic sites, includes a gourmet lunch. Departure: any day, subject to demand
Price: about \$ 30.00/person

From Ottawa

- Tour C** Air tour to Quebec City — three days — includes hotel, air fare, tours of historic and modern Quebec. Departure: any day, subject to demand
Price: about \$109.00/person
- Tour D** Bus tour of Gaspé peninsula and Maritime Provinces — eight days — overnight stops at scenic areas enroute. Departure: Sunday, July 25
Price: about \$500.00/person
- Tour E** Bus tour to Toronto and Niagara Falls — overnight in Toronto. Departure: any day, subject to demand
Price: about \$ 60.00/person

Tour F One week tour to Canada's west — visit Banff, Jasper, Lake Louise, Vancouver — combination air, bus travel, hotel included — air connections made for travel home. Departure: Saturday, July 24 Price: Single: about \$450.00
Double: about \$360.00
Triple: about \$325.00
Plus air fare

Tour G Four-day wilderness safari by canoe on lakes of Algonquin Park — guides, equipment, food, canoe training included — good physical condition essential. Departure: July 30 Price: \$115.00/person

Oceanair Travel Agency of Ottawa will send each Congress participant information concerning these tours. If there are enough specific requests for other tours, these can be arranged for you.

Oceanair Travel Agency in collaboration with Air Canada, the Official Carrier for the Congress, will be happy to make complete travel arrangements from home and return, if desired.

PRE- AND POST-CONGRESS STUDY COURSES

A pre-Congress workshop will be conducted at:

Course 1: University of Guelph, Guelph, Ontario, from July 9-17, 1976

The workshop will focus on the topic of Planning for Better Family Living and will be of special interest to participants from developing countries.

Coordinator of the Workshop will be Dr. Lila Engberg, who has recently completed a term as acting chairman, Department of Home Science, University of Ghana. Dr. Engberg's extensive experience also includes five years as Home Economics Advisor to the Government of Malawi.

The fee of \$250.00 covers the cost of registration, room and board and any additional trips or activities. Enrolment is limited to 30.

Language — English

Please make application for this Workshop directly to:

Dr. Lila Engberg
University of Guelph
Guelph, Ontario, Canada N1G 2W1

Two Study Courses will be held at the University of Moncton, Moncton, New Brunswick, Canada.

Course 2: Comportement Alimentaire

Course 3: Relations Familiales

July 12-16, 1976

Fees include:	Registration	\$ 75.00
	Room @ \$10.00/day	50.00
	Meals @ \$ 5.00/day	25.00
	Visit to Caraquet	10.00
	Total	\$160.00

Language — French

The final date for registration is May 17, 1976.

Please make application for these courses directly to:

Marielle Prefontaine, Directrice

A post-Congress workshop will be held at:

Course 4: The University of British Columbia, Vancouver, British Columbia, Canada

Current Topics in Food and Nutrition

July 26-30, 1976

The Workshop will consist of lectures, discussion, field trips, demonstrations, films and individual study related to:

1. Food Processing
2. Nutrition Education
3. Vitamin and Mineral Nutrition
4. Nutrition and Physical Fitness
5. Nutrition in the Life Cycle

Language — English

Enrolment is limited to 40.

Tuition Fees: \$90.00 Canadian. Fee includes lunches.

Accommodation is available at the University.

For further information and application, please write to course co-ordinators:

Dr. Nancy Schwartz

Assistant Professor of Nutrition

University of British Columbia

Vancouver, British Columbia, Canada V6T 1W5

or

Dr. Indrajit D. Desai

Professor of Nutrition and Director of Continuing Education in Nutrition and Dietetics

The University of British Columbia

Vancouver, British Columbia, Canada V6T 1W5

REGISTRATION

All Congress participants are asked to register personally at the Congress desk in the Skyline Hotel on Sunday, July 18, 1976. The first session of the Congress will be held at the Skyline Hotel at 10:00 a.m. on Monday, July 19, 1976.

COUNCIL MEETINGS

The Council meetings will be held before the Congress on July 16-17, 1976 and following the Congress on July 24, 1976.

CLOTHING AND CLIMATE

Ottawa daytime summer temperatures are generally quite hot and humid (22-32 C) or (75-95 F). Evenings are cooler and rain may be expected. All of the meeting rooms are air conditioned, so you may need a sweater. Bring comfortable walking shoes to wear to Upper Canada Village. Street wear will be suitable for all other functions. If you wish, bring a long dress to wear to the banquet. For those going to the Canadian West, or to the Maritime Provinces, a coat will be needed during the chilly evenings.

INSURANCE

Participants are not insured for the Congress. They may wish to take out an insurance policy before departure.

ADDRESS DURING THE CONGRESS

IFHE Congress
The Skyline Hotel
101 Lyon Street
Ottawa, Ontario, Canada K1R 5T9

FOR YOUR INFORMATION

The Annual Conference of the CANADIAN HOME ECONOMICS ASSOCIATION will be held from July 14-16, 1976 at:

The Four Seasons Hotel
Queen Street
Toronto, Ontario, Canada M5H 2M9

THEME **Live/Life – Today/Tomorrow**

Co-chairmen: Miss Deanna Burns and Mrs. Maxine Moore

For further information please contact:

The Canadian Home Economics Association
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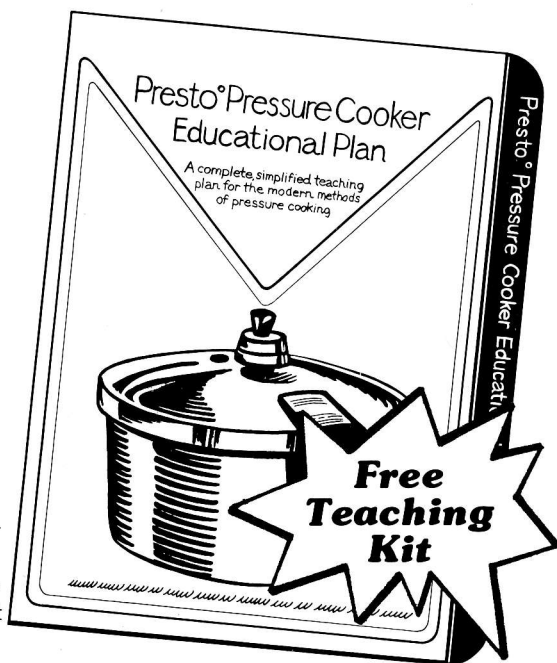
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